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ABSTRACT

One of three documents presenting performance objectives for prevocational courses, this document contains performance objectives for courses in home economics including food and nutrition, human growth and relationships, clothing and textiles, and housing and home management. (The other two documents present performance objectives for prevocational courses in business, CE 018 864, and industrial arts, CE 018 062.) Career education and safety components are integrated into each set of performance objectives. The career education aspects included are skills in mathematics, reading and language arts, self awareness, occupational skills, exploration, consumer education, and decision making. Each set of objectives is identified by a course designation, and four columns of information are used to present the content of each objective: conditions, performance, criteria, and instructional resources. Forty-seven performance objectives for prevocational home economics courses are included in this document. (BM)

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During the 1976-77 school year, performance objectives for prevocational courses in home economics, business and industrial arts education were developed under the direction of the Vocational-Technical Education Service staff—Sherry Anderson, Mary Brown and Gerald Briggs. The following courses were identified for the development of performance objectives:

HOME ECONOMICS—Food and Nutrition, Human Growth and Relationships, Clothing and Textiles, and Housing and Home Management

BUSINESS EDUCATION—General Business and Beginning Typing

INDUSTRIAL ARTS—General, Manufacturing/Construction, Graphic Communications, and Power and Energy

Career Education and Safety components were identified and integrated into each set of performance objectives. The Career Education aspects of the performance objectives included mathematics skills, reading and language arts skills, self awareness, occupational skills, exploration, consumer and decision-making skills.

Local teaching personnel were identified by program area to serve as performance objectives writing team members. Writing team selection criteria included a working knowledge of Competency Based Education, experience in teaching the courses being addressed, and representation from various locations across the State. The writing teams met in November, 1976, and February, 1977, to develop a tentative draft of performance objectives. Subsequently, the tentative drafts were reviewed by committees of teacher educators, vocational administrators, and high school and junior high school teachers. In addition, the materials were sent to and reviewed by junior high school teachers in every Career Education Planning District in the State. The writing teams considered the recommendations of the various review committees and individual reviews and formulated a final set of objectives.

It seems entirely appropriate for me to express, for the State Board of Education and myself, our appreciation to all of the individuals and organized groups who have expended countless hours and much energy to bring this project to fruition. In particular I would like to thank Dr. Emmett Mason, Central Michigan University, for without his contribution of the Career Education and Safety components this project could not have been possible.

John W. Porter

JOHN W. PORTER
Superintendent of
Public Instruction

June, 1978

PREVOCATIONAL PERFORMANCE OBJECTIVES
DEVELOPMENT PROJECT DEFINITIONS

Overview

A performance objective is a description of what a learner should be able to do when he/she has learned a skill or acquired certain understandings.

Several characteristics of these objectives must be understood to be adequately utilized:

1. Minimum: these objectives represent the considered opinion of the writers, after completion of a structured review, as to the minimum skills and understandings necessary upon completion of the courses.

2. Recommended: these objectives are those which the particular writing team recommends to the Vocational-Technical Education Service and, in turn, the Vocational-Technical Education Service to the Local Educational Agencies for their consideration as reasonable minimum learner objectives.

3. Terminal: these objectives describe only those significant performances which are to be mastered by the end of the courses. It is likely that each of these terminal objectives contains several enabling objectives which are assumed to be necessary to achieve the terminal objective.

4. Grading/Passing: the decision as to what grade a student will earn for achieving some, all, or in excess of the minimum performance objectives is a Local Educational Agency decision. Some districts choose to include factors other than the achievement of objectives as the basis for assigning grades. It is not the intent here to suggest that this practice must change as a result of performance objectives. It is also recognized that many factors may affect the decision as to whether credit for a course should be assigned to a particular student who may achieve less than the minimum objectives of the course.

Format

1. Each set of objectives is identified by a course designation. The course designations are considered to be those most often used by Local Educational Agencies for the specific course content included.

2. Each set of objectives begins with the standard statement, "Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced test (ORT's), unless otherwise indicated:". In order to avoid unnecessary duplication, this statement is presented as a constant, but it is to be interpreted as part of each subsequent objective.

3. The decision as to the sequence or priority of performance objectives within a given course designation is a Local Educational Agency decision.

   Note: Industrial Arts Performance Objectives/The performance objective considered to be applicable to all Industrial Arts courses are numbered 1 through 51 and 85 through 128. Specific Industrial Arts performance objectives for skill development are numbered as follows:

   52-70 Manufacturing/Construction
   71-78 Graphic Communications
   79-84 Power and Energy

4. Four columns of information are used to present the content of each objective:

   a. Conditions: a description of the environment (materials, supplies, etc.) in which the student will perform at the time of evaluation.

   b. Performance: an observable, measurable description of what the student will do.

   c. Criteria: a description of the quantitative and qualitative standards against which the performance is to be measured.

   d. Instructional Resources: this column is provided for teacher notes regarding instructional supplies, tools, equipment, techniques, etc. for each performance objective.

For further information, write to:

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June, 1978

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RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational
Designation: Home Economics - Foods and Nutrition

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

Conditions	Performance	Criteria	Instructional Resources
1. Without reference materials	the student will identify and list the Basic Four food groups, daily required servings and examples of foods from each group	according to RDA standards with 75% proficiency.	
2. Without reference materials	the student will list 6 major nutrient groups (vitamins, minerals, etc.) and explain the relationship to the Basic Four and what their functions are	according to current nutritional information with 75% accuracy.	
3. Given a worksheet and appropriate charts	the student will evaluate his/her 24-hour food intake	according to the Basic Four food guide.	
4. Given the Basic Four food guide	the student will write a menu for one day	meeting the daily requirements according to the Basic Four food guide	
5. Given example nutrition labels, price lists, advertisements, etc.	the student will list and evaluate factors to consider in comparing food products for purchase	according to teacher specified criteria.	
6. Given the necessary equipment	the student will demonstrate setting a table	according to standard principles of table setting.	
7. Given social situations involving meal service	the student will demonstrate behavior compatible with the situation	according to standard principles of etiquette.	
8. Given necessary equipment and supplies and cost limitations	the student will plan, prepare, and serve a simple meal	according to teacher/student determined criteria.	
9. Given necessary equipment and materials	the student will measure liquid and dry ingredients	according to English and/or metric units of measurement.	
10. Given a list of food terms, abbreviations and measuring equivalents	the student will define the terms, equivalents and abbreviations	with 75% accuracy.	
11. Given equipment, supplies, and a recipe with English and/or metric measurements	the student will prepare a food product	according to teacher established criteria.	
12. Given basic food preparation equipment and utensils	the student will demonstrate the safe and appropriate use of the equipment and utensils	according to teacher specified criteria which meets state and federal regulations.	
13. Given materials and equipment	the student will demonstrate sanitary procedures in food handling and storage	according to teacher specified criteria which meet local, state, and federal health regulations.	

Conditions	Performance	Criteria	Instructional Resources
14. Through group situations	the student will demonstrate the ability to work cooperatively	according to predetermined criteria.	
15. Without the use of reference materials	the student will identify Home Economics Related Occupations in Foods and Nutrition	according to previously given references.	

RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational
Designation: Home Economics - Human Growth and Relationships

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

Conditions	Performance	Criteria	Instructional Resources
1. Given a fictional situation describing adolescents	the student will explain physical and emotional similarities and differences	based on an authoritative text or equivalent reference material.	
2. Given descriptions of peer relationships	the student will appraise these relationships	according to teacher/student prepared criteria.	
3. Given the necessary resources	the student will identify their values and goals	through self evaluation.	
4. Given the necessary resources and a specified time period	the student will develop a plan for achieving one of their short-term goals and will evaluate their progress toward that goal	according to student/teacher established criteria.	
5. Given specific situations (role playing, case study, fictional situations, etc.)	the student will explain and/or demonstrate how to positively reinforce a child's behavior	according to student and teacher prepared checklist.	
6. Given situations	the student will identify and demonstrate play activities for children of various ages	according to a teacher and student prepared list.	
7. Given babysitting situations	the student will list the responsibilities of the parent and the babysitter	according to teacher/student devised criteria.	
8. Given child care situations (i.e. actual, case study, personal experiences, etc.)	the student will explain and/or demonstrate safe and healthy care of children	according to teacher and student established guidelines.	
9. Given babysitting problems in which the student is the responsible agent	she/he will explain and/or demonstrate how to handle the situations	according to teacher/student prepared criteria.	
10. Given case studies involving various family structures	the student will analyze the responsibilities of the members	according to teacher/student established guidelines.	
11. Given problem solving situations	the student will analyze the responsibilities of a citizen to others in a community	according to teacher/student established criteria.	
12. Without the use of reference materials	the student will identify Home Economics Related Occupations in Human Growth and Relationships	according to previously given references.	

RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational
Designation: Home Economics - Clothing and Textiles

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

Conditions	Performance	Criteria	Instructional Resources
1. With necessary resources and equipment	the student will demonstrate and/or explain basic body care procedures such as hand care, skin care, hair care, exercise, posture, etc.	according to previously established criteria.	
2. Given necessary equipment and materials	the student will take body measurements in English and/or metric units	according to teacher specified procedures.	
3. Given a pattern book and measuring equipment	the student will select a pattern of the correct size	according to the Patterns Standard Size Chart.	
4. Given descriptions of figure types	the student will recommend garment selection for each type	according to principles of design.	
5. Given necessary material and charts	the student will select the correct supplies for a project (garment, accessories, stuffed animals, etc.)	with 100% accuracy.	
6. Without the aid of references	the student will identify and explain terms and symbols used on the pattern and/or pattern guide	with 75% accuracy.	
7. Given basic sewing equipment	the student will identify and demonstrate the safe and appropriate	according to teacher specified criteria.	
8. Using the necessary equipment and materials	the student will construct a project using construction techniques	in correct sequence and according to established standards.	
9. Using a class project(s) such as garment, accessory, stuffed animal, or sample, etc., and using necessary equipment and materials	the student will demonstrate the following techniques: 1) seams 2) seam finish 3) hem 4) sewing on a button 5) facing and interfacing (to include grading and understitching) 6) fabric and notion pre-treatment 7) darts 8) zipper application 9) pressing	according to teacher/ student established criteria.	
10. Using reference materials	the student will explain procedures for home care of garments including laundry and pressing	according to previously established criteria.	
11. Without the use of reference materials	the learner will list a minimum of five characteristics to look for when purchasing ready-to-wear clothing	according to student/ teacher established criteria.	

Conditions	Performance	Criteria	Instructional Resources
12. Without the use of reference materials	the student will identify Home Economics Related Occupations in Clothing and Textiles	according to previously given references.	

RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational
Designation: Home Economics - Housing and Home Management

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

Conditions	Performance	Criteria	Instructional Resources
1. Given an individual's basic personal needs and available resources for a given period of time	the student will develop a budget	which stays within the available resources.	
2. Given a specific situation (i.e. bedroom, bathroom, kitchen, etc.)	the student will develop a plan for basic household cleaning procedures and tasks (daily, weekly, monthly, seasonal)	according to student/ teacher criteria.	
3. Given a labeled product	the student will explain and/or demonstrate the use of that product	according to the directions on the label.	
4. Given a checklist	the student will identify and develop a plan to alleviate potential safety hazards in the home	according to student/ teacher established criteria.	
5. Given a current advertisement	the student will analyze it for implications of the (message?)	according to student/ teacher specified criteria.	
6. Without the use of references	the student will identify natural resource conservation techniques	according to a pre-established checklist.	
7. Given a case study	the student will develop a plan for the use of human resources (time, energy, and people)	according to teacher/ student established criteria.	
8. Without the use of reference materials	the student will identify Home Economics Related Occupations in Housing and Home Management	according to previously given references.	

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